

HIST 78.04/ASCL 64.14
Slaves and Rebels in Korea, 1392–1910
(Fall 2020)

Class time: C hours MWF 10:20 am–11:25 am, x-period: Th 12:30 pm–1:20 pm

Professor Soyoung Suh (soyoung.suh@dartmouth.edu)

Office hours: TBA

Course Description

This course explores the history of Chosŏn Korea (1392–1910) through the experiences of outcasts and commoners. By examining the desires and despair of peasants, slaves, rebels, entertainers, and religious minorities, this course assesses the foundation of the state and the operation of society as manifested at the margins of society. How did the religious and intellectual heritage of Korea legitimize hereditary status, slave ownership, gender division, and regional discrimination? In what ways did ordinary people conform to or struggle against elite governing? Does the longevity of the Chosŏn dynasty testify to the successful control of the status system by those at the top? Or, does the stability elucidate social mobility and dynamic interactions across the status divisions? Focusing on various status groups illuminates the mechanisms of domination, compliance, and resistance operating at the micro level. The experiences of the underrepresented shed light on the transition to modern Korea and present the complicated process of constructing Korean identity over time. A background in Korean history is not required.

Grading

Attendance and participation: 20%

Weekly responses: 15%

Mid-term essays: 30%

Final essay: 15%

Mini Research Paper: 20 %

A 100-95 A- 94-91

B+ 90-87 B 86-84 B- 83-81

C+ 80-77 C 76-74 C- 73-71

D+ 70-67 D 66-64 D- 63-61 F 60 & below

Course Requirements

1. I recognize that we have been facing very unusual circumstances since the spring term. While I have provided options for synchronous and asynchronous participation, you may find yourself in a situation that makes it challenging to keep up with the course material or participate in any fashion. If such a situation arises, please reach out to me as soon as possible so we can find a solution. I'll be more than happy to work with you to find an avenue for participation that works for your situation.

2. Course materials will be made available and assignments will be submitted via [Canvas](#). Class meetings and office hours will be held via [Zoom](#). If you have any difficulties accessing these technologies or are unsure of how to use their necessary features, please reach out.
3. Students are required to post **TWO responses weekly**: In your **lecture response**, you are expected to answer questions about the lecture content, primary sources, or films. You're welcome to raise any questions about the lectures, too. Your lecture response should be rendered in 300–400 words. Your **reading response** should include a brief assessment of ALL readings and two or three discussion questions in less than 500 words. Detailed guidelines for submitting the two responses on Canvas will be provided during our first Zoom meeting.
4. You are required to respond to seven out of eight weekly themes, which involves the submission of thirteen responses altogether (no lecture response is required for theme 6).
5. **We will meet Wednesdays and Fridays**. During the Wednesday meeting, we will focus on discussing primary sources, pre-recorded lectures, or films. On Fridays, a student (or a team of students) will be in charge of leading the class discussion. The student will be responsible for collating and summarizing the class's submitted criticisms of and questions about the assigned readings. Active participation in class discussions is required.
6. The midterm exam will consist of two essays of up to 1,200 words each. For the final exam, you are expected to submit one essay up to 1,200 words and one mini-research paper of 2,000–2,200 words. You will be asked to submit a written proposal for your mini-research paper by 6 pm Sunday, Oct 25 (S). The exam paper and the mini-research paper must include proper citations and a bibliography

Guidance on Class Participation

1. Come to class prepared (e.g., complete the TWO assigned responses), be respectful of others, engage in thoughtful conversation about the material and discussion topics, and encourage others to contribute.
2. **Please keep your microphone muted unless you are talking**. This will limit intrusions of local environmental noise and audio feedback.
3. If you have the necessary equipment and internet access to do so, **please turn on your video during class**. This will make it easier to track who is talking and help us maintain a sense of community at a distance.
4. **Whenever possible, please try to limit multi-tasking**, such as scrolling on your phone or navigating out of the Zoom call and into other programs or windows, unless it is directly relevant to what we're doing in class.

5. When you are unable to join live class Zoom meetings, please talk to me as soon as possible. I'll assign additional work, such as watching the recorded class session and then posting your reflections on Canvas.

Honor Principle

All academic activities will be based on student honor. Students should re-familiarize themselves with the Academic Honor Principle on the Dartmouth website:

<http://www.dartmouth.edu/~uja/honor/students.html>

Student Accessibility Needs

Students with disabilities who may need disability-related academic adjustments and services for this course are encouraged to see me privately as early in the term as possible. Students requiring disability-related academic adjustments and services must consult the Student Accessibility Services office (Carson Hall 125, 646-9900, Student.Accessibility.Services@Dartmouth.edu). Once SAS has authorized services, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to me. As a first step, if you have questions about whether you qualify to receive academic adjustments and services, you should contact the SAS office. All inquiries and discussions will remain confidential.

Student Wellness

We recognize that the academic environment at Dartmouth is challenging, that our terms are intensive, and that classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including: your undergraduate dean (<http://www.dartmouth.edu/~upperde/>), Counseling and Human Development (<http://www.dartmouth.edu/~chd/>), and the Student Wellness Center (<http://www.dartmouth.edu/~healthed/>). We encourage you to use these resources and come speak with us in order to take care of yourself throughout the term.

Religious Observances

Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

Academic Skills Center (<http://www.dartmouth.edu/~acskills/>)

The Academic Skills Center is open to the entire Dartmouth Community. Here are some common reasons why you might visit the ASC:

- You're getting B's, but you want to get A's
- You don't feel comfortable talking in class
- You're attending class regularly, but you feel like you're missing important points
- You feel like you're a slow reader
- You're having trouble completing tests in the allotted time

- You're spending hours studying for foreign language but still not “getting it”
- You feel like you don't have enough time to get everything done
- You're not sure how to take notes
- You want to sign up for a tutor or study group
- You're not sure if you should get tested for a learning disability

The Research Center for Writing, and Information Technology

(RWiT: <http://writing-speech.dartmouth.edu/learning/support-writing-research-and-composing-technology/rwit>) Located in Berry 183, RWIT is a free service dedicated to helping members of the Dartmouth community develop more effective strategies for generating and organizing their ideas, finding and evaluating research sources, and presenting and revising compositions in a variety of media. Through informal dialogue, RWIT tutors assist writers in developing better compositions and more effective composing strategies. A collaboration between the Institute for Writing and Rhetoric, the Library, and Academic Computing, RWIT brings together faculty, administrators, staff, and students to focus on the art and science of composition.

All academic activities will be based on student honor. Every work submitted for this course must be the independent work of the enrolled student. For more information about plagiarism and how to avoid it, please see: www.dartmouth.edu/~writing/sources.

Textbooks

Peter H. Lee and Wm. Theodore de Bary eds., *Sources of Korean Tradition* vol. 1 & 2
(Textbook excerpts and assigned papers are available on line)

Recommended Books

- Donald Baker, *Korean Spirituality* (Honolulu: University of Hawaii Press, 2008). On-line
- Martina Deuchler, *The Confucian Transformation of Korea: A Study of Society and Ideology* (Cambridge, Mass: The Harvard University Asia Center, 1992). On-line
- JaHyun Kim Haboush, *The Memoirs of Lady Hyegyong: The Autobiographical Writings of a Crown Princess of Eighteenth-Century Korea* (Berkeley: University of California Press, 1996). On-line
- Kyung Moon Hwang, *Beyond Birth: Social Status in the Emergence of Modern Korea* (Cambridge MA: Harvard University Asia Center, 2004).
- George L. Kallander, *Salvation through Dissent: Tonghak Heterodoxy and Early Modern Korea* (Honolulu: University of Hawaii Press, 2013). On-line
- Hwansoo Kim, *Empire of Dharma: Korean and Japanese Buddhism, 1877–1912* (Cambridge, Mass: Harvard University Press, 2013).
- Jisoo Kim, *The Emotion of Justice: Gender, Status, and Legal Performance in Chosŏn Korea* (Seattle: University of Washington Press, 2016). On-line
- Sun Joo Kim, *Marginality and Subversion in Korea: The Hong Kyongnae Rebellion of 1812* (Seattle: University of Washington Press, 2009). On-line
- Sun Joo Kim, ed, *The Northern Region of Korea: History, Identity, and Culture* (Seattle: University of Washington Press, 2010). On-line
- Sun Joo Kim and Jungwon Kim, *Wrongful Death: Selected Inquest Records from Nineteenth-Century Korea* (Seattle: University of Washington Press, 2013). On-line

Katherine Lee, *Dynamic Korea and Rhythmic Form* (Middletown Connecticut: Wesleyan University Press, 2018). On-line
James Palais, *Confucian Statecraft and Korean Institutions: Yu Hyungwon and the Late Chosŏn Dynasty* (Seattle: University of Washington Press, 1996). On-line
Eugene Park, *Between Dreams and Reality: The Military Examination in Late Chosŏn Korea* (Cambridge, Mass: Harvard University Asia Center, 2007).
Michael J. Pettid et al. eds., *Death, Mourning, and the Afterlife in Korea: Ancient to Contemporary Times* (Honolulu: University of Hawaii Press, 2018). On-line
Michael D. Shin, *Korean History in Maps: From Prehistory to the Twenty-First Century* (Cambridge: Cambridge University Press, 2014).

Course Schedule

Theme 1: Introduction

Sep 14 (M): Course introduction
Sep 18 (F): Discussion

Readings

Michael D. Shin, *Korean history in maps: from prehistory to the twenty-first century* (Cambridge: Cambridge University Press, 2014), 80–103
Kim, Sung Woo, “The Tax Burden of the Peasantry,” Michael Shin ed., *Everyday Life in Joseon Era Korea* (Leiden: Brill, 2014), 61–69

Lecture response is due by 6 pm Sep 16 (W)
Reading response is due by 6 pm Sep 17 (Th)

Theme 2: Legitimizing the Yangban Elites’ Status

Sep 23 (W): Hereditary Status and Social Mobility
Sep 25 (F): Discussion

Readings

Deuchler, Martina, *Under the Ancestors’ Eyes: Kinship, Status, and Locality in premodern Korea* (Cambridge, Mass; London: The Harvard University Asia Center, 2015), 64–76
Duncan, John B., “Uses of Confucianism in Modern Korea,” in Elman, Duncan, & Ooms, ed., *Rethinking Confucianism: Past and Present in China, Japan, Korea, and Vietnam* (Los Angeles: UCLA Asian Pacific Monograph Series, 2002), 431–462
Kim, Youngmin, “Portrait of Two Women: Multiple Layers of “Confucianism” in Late Chosŏn Korea,” in Michael J. Pettid and Youngmin Kim eds., *Women and Confucianism in Chosŏn Korea* (Albany: State University of New York Press, 2011), 11–28
Sources of Korean Tradition, vol 2, 20–23, 34–43, 60–69

(optional)

Duncan, John B., "Examinations and Orthodoxy in Chosŏn Dynasty Korea," in Elman, Duncan, & Ooms, ed., *Rethinking Confucianism: Past and Present in China, Japan, Korea, and Vietnam* (Los Angeles: UCLA Asian Pacific Monograph Series, 2002), 137–164

James Palais, *Confucian Statecraft and Korean Institutions: Yu Hyungwon and the Late Chosŏn Dynasty* [On-line]

Dues

Lecture response is due by 6 pm Sep 22 (T)

Reading response is due by 6 pm Sep 24 (Th)

Theme 3: Slaves and the Outcast

Sep 30 (W): Was Chosŏn Korea a "Slave Society"?

Oct 2 (F): Discussion: The Lives of Paekchŏng

Readings

Kim, Sun Joo, "My Own Flesh and Blood: Stratified Parental Compassion and Law in Korean Slavery," *Social History* 44:1 (2019), 1–25

Kim, Kichung, "Unheard Voices: The Life of the Nobi in O Hwi-mun's Swaemirok," *Korean Studies* 27 (2003), 108–137

Palais, James B., "Slave Society," *Views on Korean Social History* (Seoul: Institute for Modern Korean Studies, Yonsei University, 1998), 23–51

Shin Jae-hyo, translated by Cho Ryong Chul, *The Tale of Chun Hyang* (Silk Pagoda, 2010) *Sources of Korean Tradition*, vol 2, 157–161

(optional)

Pettid, Michael, "Working Women in Chosŏn Korea: An Exploration of Women's Economic Activities in a Patriarchal Society," *Journal of Global Initiatives* 5: 2 (2010), 24–44

Film

The Servant (by Kim, Dae-woo 2010)

Dues

Lecture response is due by 6 pm Sep 29 (T)

Reading response is due by 6 pm Oct 1 (Th)

Theme 4: The Literati and Kingship

Oct 7 (W): The Weak Monarchy?
Oct 9 (F): Discussion

Readings

- Cho, Hwisang, "Feeling Power in Early Chosŏn Korea," *The Journal of Korean Studies* 20:1 (2015), 7–32
- Haboush, Jahyun Kim, "Private Memory and Public History: The Memoirs of Lady Hyegyŏng and Testimonial Literature," in Young-Key Kim Renaud ed, *Creative Women of Korea: The Fifteenth Through the Twentieth Centuries* (Armonk, NY: An East Gate Book, 2004), 122–141
- Coulmas, Florian "King Sejong the Great," in *Guardians of Language* (Oxford: Oxford University Press, 2016), 47–59
- Sources of Korean Tradition*, vol 1, 274–276, 283–292, *Sources of Korean Tradition*, vol 2, 12–20, 26–33

(optional)

- Kye, Seung B, "Huddling under the Imperial Umbrella: A Korean Approach to Ming China in the Early 1500s," *Journal of Korean Studies* 15:1 (2010), 41–66
- JaHyun Kim Haboush, *The Memoirs of Lady Hyegyong: The Autobiographical Writings of a Crown Princess of Eighteenth-Century Korea* [On-line]

Film

The Throne (by Lee, Joon-ik 2015) and *The Masquerade* (by Choo, Chang-min 2012)

Dues

Lecture response is due by 6 pm Oct 6 (T)
Reading response is due by 6 pm Oct 8 (Th)

Theme 5: Gender Norms and Sexuality

Oct 14 (W): Marriage, Divorce, and Adultery Cases
Oct 16 (F): The Discourse of Virtuous Women

Readings

- Pettid, Michael J., "Confucian Educational Works for Upper Status Women in Chosŏn Korea," in Michael J. Pettid and Youngmin Kim eds., *Women and Confucianism in Chosŏn Korea* (Albany: State University of New York Press, 2011), 49–70
- Jungwon Kim, "You Must Avenge on My Behalf: Widow Chastity and Honour in Nineteenth-Century Korea," *Gender and History* 26:1 (2014), 128–146
- Anonymous, *The Tale of Lady Pak* (circa. 17th century)
Sources of Korean Tradition, vol 1, 316–326, *Sources of Korean Tradition*, vol 2, 162–171

(optional)

Jung, Ji-Young, "Questions Concerning Widow's Social Status and Remarriage in Late Chosŏn," in Michael J. Pettid and Youngmin Kim eds., *Women and Confucianism in Chosŏn Korea* (Albany: State University of New York Press, 2011), 109–135
Jisoo Kim, *The Emotion of Justice: Gender, Status, and Legal Performance in Chosŏn Korea* [On-Line]

Film

Untold Scandal (by Yi, Jae-yong 2004)

Dues

Lecture response is due by 6 pm Oct 13 (T)
Reading response is due by 6 pm Oct 15 (Th)

Theme 6: Secondary Status Groups

Oct 21 (W): Midterm

Oct 23 (F): The Formation of the *Chungin* Identity

Readings

Hwang, Kyung Moon, *Beyond Birth: Social Status in the Emergence of Modern Korea* (Cambridge MA: Harvard University Asia Center, 2004), 17–41, 106–160, and 329–354

(optional)

Kim, Sun Joo, "Fragmented: The T'ongch'ŏng Movements by Marginalized Social Groups in Late Chosŏn Korea," *Harvard Journal of Asiatic Studies* 68:1 (2008) 135–168

Kim, Sun Joo ed, *The Northern Region of Korea: History, Identity, and Culture* (Seattle: University of Washington Press, 2010)

Kim, Sunghim, "Changing Times: The Ascent of the Professional Class" in *Flowering Plums and Curio Cabinets: The Culture of Objects in Late Chosŏn Korean Art* (Seattle: University of Washington Press, 2018), 11–50

Dues

Midterm essays are due by 6 pm Oct 20 (T)
Reading response is due by 6 pm Oct 22 (Th)
Research paper proposal is due by 6 pm Oct 25 (S)

Theme 7: Dissent in the Late Chosŏn

Oct 28: Organized Banditry and Localized Uprisings
Oct 30 (F): *Tonghak* as Religion and Rebellion

Readings

Karlsson, Anders, "Central Power, Local Society, and Rural Unrest in Nineteenth Century Korea: An Attempt at Comparative Local History," *Sungkyun Journal of East Asian Studies* 6:2 (2006) 207–38
Kim, Sun Joo, "Taxes, Local Elite, and the Rural Populace in the Chinju Uprising of 1862," *Journal of Asian Studies* 66:4 (2007), 993–1027
Sources of Korean Tradition Vol. 2, 171–180, 228–235

(optional)

Sun Joo Kim, *Marginality and Subversion in Korea: The Hong Kyongnae Rebellion of 1812* [On-line]

Dues

Midterm essays are due by 6 pm Oct 27 (T)
Reading response is due by 6 pm Oct 29 (Th)

Theme 8: Entertainers and Religious Minorities

Nov 4 (W): Popular Religion in a Confucian Society
Nov 6 (F): Public-Space Entertainment

Zoom Meeting

Readings

Buswell, Robert E., "Buddhism under Confucian Domination: The Synthetic Vision of Sōsan Hyujōng," in Haboush and Deuchler, eds., *Culture and the State in Late Chosŏn Korea* (Cambridge, MA: Harvard University East Asia Center, 1999), 134–159
Walraven, Boudewijn, "Popular Religion in a Confucian Society," in Haboush, JaHyun and Martina Deuchler, eds., *Culture and the State in Late Chosŏn Korea* (Cambridge: Harvard University Press, 2002), 160–198
Kim, Hwansoo, "'The Mystery of the Century': Lay Buddhist Monk Villages Near Korea's Northernmost Border, 1600s–1960s," *Seoul Journal of Korean Studies* 26:2 (2013), 269–305
Cho, Dong-il, "The General Nature of P'ansori," *Korea Journal* 26:4 (1986), 10–22
Park, Chan E., "Reclaiming Korea from 'Korean Performance Tradition': A Critique of the Contemporization of Kugak," *Korean Studies* 35 (2011), 25–43

(optional)

Katherine Lee, *Dynamic Korea and Rhythmic Form* [On-line]

Film

King and the Clown (by Lee, Joon-ik 2005)

Dues

Midterm essays are due by 6 pm Nov 3 (T)

Reading response is due by 6 pm Nov 5 (Th)

Theme 9: Where do we go from here?

Guest Lecture and Students' Research Presentation

Nov 11 (W): Guest Lecture: TBA

Nov 13 (F): Students' presentation

Nov 16 (M): Students' presentation

Final Mini-Research Paper is due by noon Nov 18 (W)

Final Exam Paper is due by noon Nov 22 (S)